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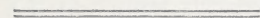
# Courses of Study

In

## Latin for Grade X

And

## Greek for Grades X, XI, XII



Issued by Authority of  
The Minister of Education

# Course of Study

Latin for Grade X

Greek for Grades X, XI, XII

# COURSE OF STUDY

For

Grade X

In

Collegiate Institutes, High and Continuation Schools,  
and Public and Separate Schools

## LATIN

### Aims of the Course.

1. To communicate as quickly as possible the power to read with enjoyment Latin prose and poetry of average difficulty.
2. To demonstrate (a) the contribution of Latin grammar and vocabulary to the English language, (b) the influence of Latin literature and classical mythology on English literature.
3. To present Roman life and thought in the light of their contribution to modern civilization.

With these aims in view it is suggested:

1. That increased emphasis be placed upon the development of the pupil's ability to read at sight classical prose and poetry of average difficulty.
2. That the writing of Latin prose composition in Grades X, XI, and XII be considered as a means to the attainment of proficiency in sight reading and not as an end in itself, and that it be limited to the writing of sentences.
3. That throughout the course the contribution of Latin to the English language be stressed.

At the end of Grade XII the pupil should have acquired an interest in classical life and letters, an increased facility and precision in the use of English, and a livelier appreciation of the continuity of history.

NOTE:—For the benefit of students who may wish to take the leaving certificate at the end of Grade X, an attempt should be made to give the first year of the Latin course an independent value, particularly with regard to the second and third aims listed above.

### Approach to the Course.

A pamphlet to be prepared by the Department of Education will be available for the guidance of teachers of Latin and to assist them in correlating the present authorized text-book with the new course of study.

The approach is to be made through graded Latin reading lessons dealing with Roman life and a continuous period of Roman history (preferably that from the foundation of Rome to the Second Punic War). Principles of accidence and syntax are to be introduced in the order of greatest utility. As soon as is practicable, each lesson is to include continuous Latin reading material to illustrate principles already taught and to serve as a model for the introduction of new principles.

It is essential to the effective teaching of Latin that reading be given the attention its importance demands. In no circumstances should this part of the course be neglected. Until a new text-book is available, the reading lessons in the present text-book should be used, but these lessons should be supplemented by additional suitable material.

Throughout the course an effort should be made to arouse and maintain the interest of the pupils. To this end, oral work in the class-room should receive much greater emphasis than it has in the past.

The rules of pronunciation should be introduced gradually, as required. Close attention should be given throughout to the quantity of the vowels and to the accented syllable.

In the introductory lessons emphasis should be placed on the value of the language as a subject of study, especially in its relation to the other subjects of the curriculum.

## OUTLINE OF COURSE

### Grade X

#### SECTION I

##### Forms:

Nouns of the first and second declensions—all cases (including masculines in *-er* and neuters in *-um*).

Adjectives of the first and second declensions (complete paradigms).

Present indicative active and present infinitive active of the regular conjugations (including *-io* verbs of the third) and of *sum*.

Present imperative active, second person, of the verbs of the regular conjugations and of *sum*.

##### Constructions:

Word order.

Subject, predicate, object.

Possessive and partitive genitive.

Indirect object.

Ablative of means.

The use of *in*, *ad*, *ab*, *ex*, and *cum*.

Questions with interrogative adverbs and *-ne*.

## General:

- (a) Frequent reference should be made to examples of English cognates and derivatives.
- (b) Interesting facts relating to Roman life should be taught. Wherever possible this information should be based on words introduced in the vocabularies, such as *vir*, *puer*, *servus*, *deus*, *templum*, *via*, *porta*, etc.

## SECTION II

This section falls naturally into two parts but the order of presentation may be varied.

### Forms and Constructions:

#### Part I

Nouns of the third declension—consonant stems.

Perfect and imperfect indicative active of all conjugations.

Perfect passive participle and perfect indicative passive of all conjugations.

Principal parts (including the supine as the fourth part).

Ablative of agent.

Temporal clauses with *ubi*, *postquam*, *simul atque*, *antequam*, and *priusquam*.

*Dum* with the present indicative.

#### Part II

Nouns of the third declension *-i* stems.

Adjectives of the third declension *-i* stems.

*Ego*, *tu*, *nos*, *vos*; also a reference to the corresponding possessive pronominal adjectives.

Pluperfect indicative active and passive of all conjugations.

Irregular verbs *sum*, *possum*, *eo*, in tenses already taught.

Negative commands with *noli* and *nolite*.

Questions with *nonne*, *num*, and *quis*.

## General:

- (a) Emphasis should be placed on oral as well as on written exercises in reviewing the forms, constructions, and vocabulary already taught.
- (b) The subject matter for Latin reading at this stage should consist of Roman legends from Aeneas to Tarquinius (Livy, Book I). These selections should be interesting and the vocabulary not too difficult. In the reading, grammatical constructions should not be over-emphasized.



### SECTION III

#### Forms and Constructions:

Nouns of the fourth and fifth declensions.

Future and future perfect indicative active of the regular conjugations and of irregular verbs already introduced. *Si, nisi, cum* with the future and future perfect indicative active.

Present, imperfect, future, and future perfect indicative passive of the regular conjugations.

Cardinal numerals, *unus* to *viginti*; ordinal numerals, *primus* to *decimus*; declension of *unus, duo, tres, mille, milia*. Reference to other numerals as they occur.

Declension of the nine irregular adjectives—*alius*, etc.

Expressions of time and space.

*Is*, both as a pronoun and as an adjective.

#### General:

- (a) In all exercises and reviews oral work should receive adequate attention.
- (b) The reading lessons at this stage should be based upon Roman legends of the early Republic (Livy, Books II and III).

COURSES OF STUDY  
For  
Grades X, XI, XII  
In  
Collegiate Institutes and High Schools  
  
**GREEK**

The study of Greek should not only impart a knowledge of the language and literature, but should also result in a more intelligent understanding of the contribution of Greece to the civilized world.

The principles which have been outlined with respect to the study of Latin apply in the main to the study of Greek. The reading of Greek should be begun at an early stage and the selections to be read should increase in difficulty as the pupil acquires a wider knowledge of the language. White's "First Greek Book" furnishes adequate material for forms, constructions, and exercises, and for simple continuous translation.

If the course is to be completed in three years, the first 30 lessons in White's "First Greek Book" should be covered in Grade X and the remaining regular lessons in Grade XI and in the early part of Grade XII. If a two-year course is planned, the first year's work should include 40 lessons of this book. The remaining lessons should be completed early in Grade XII. In either case the importance of continuous reading should be emphasized.

The reading of prescribed authors should be commenced early in Grade XII. The list of these selections is contained in the Matriculation Curriculum issued by the Universities of the province and also in Circular 58, issued each year by the Department of Education.

Those sections of "Easy Selections from Xenophon" (Phillpotts and Jerram) and "A First Greek Reader" (Colson) which are not prescribed for the current year provide suitable material for sight reading.

